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Methods of Primary Education.

OBJECT TEACHING—COLORS.

Since the days of our great grand-fathers, the great importance of attention to the "three Rs—reading, writing and arithmetic,"—has been enjoined upon children and teachers through successive generations, and to-day, familiarity with these studies is deemed indispensable to a good primary education. In view of this fact, it is not strange that the question should be asked: "Why teach children so many other subjects?" Especially might one who has not carefully considered how the child gains knowledge, and what constitutes an education, ask: "Why give children lessons on color?"

Let me assure you at the outset, that I do not undervalue instruction in reading, writing and arithmetic. Indeed, I regard these studies as of the highest importance, and believe that they are indispensable in a good elementary education. I would not, therefore, have you relax your efforts in teaching these branches. My aim is rather to lead you to see how you may prepare your pupils for becoming much more efficient in their knowledge of each of these subjects.

When you consider the materials with which you have to deal in your work of teaching children who have not been trained in the use of their senses, even to that extent which would enable them to gain definite perceptions from the most common objects—children who have not learned to see accurately, and whose language is so undeveloped that they cannot tell what they see—children who have yet to acquire good habits of hearing, seeing, speaking and thinking—children who have but few ideas pertaining to any object—these are some of the conditions in which the primary teacher finds her pupils when they first enter school. In view of these facts, you cannot fail to perceive the necessity of first preparing these children to learn; of developing their unused senses and powers of mind before you can teach them reading, arithmetic and writing successfully. It must follow that those subjects which are adapted to develop and train the several powers of a child's mind are proper subjects for exercises of instruction.

In order that you may understand this subject more thoroughly, and know why you teach, and what subjects are important as a means of instruction in primary schools, I will state a few principles that govern correct teaching, and the acquisition of knowledge generally.

The child gains knowledge by exercising the several senses—seeing, feeling, hearing, tasting, smelling—in connection with various objects. The personal experiences of the child educate him. The contact of his mind with objects supplies him with ideas of those objects. Knowledge consists in ideas. Words do not represent knowledge to the young learner before his mind possesses ideas to be represented by them. Words must be intimately associated with things, actions

and qualities in such a manner as to represent them to the child's mind before the words can constitute knowledge to that child.

Ideas are obtained in different ways. Some can be obtained only through the sense of sight, as color; some only through the sense of touch, as rough, smooth, sticky, slippery, soft, hard, hot cold; some only through the sense of smell, as odors; some only through the sense of taste, as sweet, sour, bitter, pungent, astringent, etc.; some only through the sense of hearing, as sounds, spoken words, music, etc. Of some objects various ideas may be gained through several of the senses, as the shape of the orange by the sense of sight and touch; the color of the orange by the sense of sight, the odor by the sense of smell, and other properties by the sense of taste. The ease and accuracy with which ideas may be obtained in these different ways depend upon the degree of development which these several senses and powers of mind have attained.

If the only gateways through which the mind can hold intercourse with the world around it be but partly opened, or if freedom of communication be obstructed by neglect to use the proper means for such intercourse the ideas obtained must be correspondingly dwarfed and imperfect.

It is a well-known fact, that the proper exercise of any power, whether physical or mental, increases that power. Exercise of the several senses is, therefore, the true means by which the power of gaining ideas may be strengthened, and the ability to acquire knowledge increased. It is also a well known fact, to all observing teachers, that a large proportion of the young children, when they first enter school, have not learned to use their senses in such a manner as to enable them to gain accurate ideas. It, therefore, becomes a matter of great importance that teachers of young children should give special attention to provide suitable means by which their pupils shall obtain the needed exercises to produce the desired development of their powers of mind. If the exercises and lessons of the primary school are made what they should be, the pupils will gain the power of learning every kind of knowledge, while they are receiving instruction in the simplest elements of an education. This power can be but partially obtained by learning to read, spell, count, and add. Such lessons do not supply the necessary opportunities for developing all the senses; they do not furnish such a variety of exercises as the condition of the child's mind requires to develop all its powers. Such modes of teaching, and variety of exercises as are furnished by true Object-teaching, do supply the means for developing the child's powers in that manner which will lead to the attainment of the best results in education.

Some of the natural modes for developing the senses of children, and training them to obtain ideas, is to lead them to exercise their senses in noticing differences in

colors, shapes, qualities, etc., and at the same time giving them suitable words to symbolize and distinguish their ideas of the colors, shapes, qualities, etc., noticed.

The proper steps for accomplishing this would be—*First*, Lead the pupils to get the idea desired by seeing, feeling, tasting, smelling, or hearing, as the proper mode may be.

Second, give the pupils words to communicate the ideas thus obtained to others.

Since teachers cannot get their ideas for their pupils, and since the words are of no use to the pupils without their corresponding ideas, and since language is based upon words that represent ideas to others, it is evident that the first work of the primary teacher should be to teach the children how to get ideas—in other words, to train them in the way to learn. This must be done by selecting and placing before them the appropriate materials, objects, qualities, actions, etc., and then stimulating their minds to act upon them through the appropriate senses. The second step of the teacher will naturally follow—that of giving words to represent the ideas as fast as they are gained. By this mode of teaching words, the pupils will always know the meaning of all the words learned. Still further drill should be had with these words so as to include their sounds, spelling and how to write them.

If children were not sent to school until they had gained a large stock of intelligent ideas from the objects, and had learned to know by the ear and by use in speech the words necessary to represent those ideas clearly, the chief work of primary teachers would consist in teaching their pupils to know the words thus learned by sight, and how to write them. But this condition of development does not exist in the majority of children sent to primary schools. Their ideas and use of words are too limited to form a good basis for instruction without special training in the use of their senses, so as to give them facility in gaining ideas.

Children learn from that which interests them. They acquire habits and power of learning while gaining knowledge of a given subject. Sometimes the habit is more valuable than the knowledge itself. Sometimes the knowledge is most valuable. The aim of the teacher should be two-fold—development and instruction—and in this order. Thus the child's power to learn will be increased while he adds to his knowledge.

In view of the foregoing statements, I trust you will understand that some subjects may properly be used for lessons in primary schools, while the chief purpose in their use is to prepare the children for learning, reading and spelling more easily and correctly; or where the aim is to train the pupils in habits that will enable them to acquire a thorough knowledge of any subject with far greater ease than they could do without such discipline of mind.

COLOR.—Lessons on color, interest children, and thus become a ready means of

training them in habits of attention. These lessons furnish excellent opportunities for comparison, and thus teach the pupils to distinguish resemblances and differences. The power of attention and comparison acquired by suitable lessons on color will increase the pupil's power of attention and discrimination when directed to other subjects, as reading, spelling, etc. When you know, as you may by experience with your own pupils, that the discipline of the powers of mind which may be had from lessons on color will prepare those children for learning other subjects more easily, you will be able to give an intelligent answer to the question, "Why give children lessons on color?"

But there are still other reasons for giving these lessons. A general knowledge of colors is of importance in almost every avocation in life. This becomes especially apparent in the preparation of materials for dress, household decorations, painting, and in various manufactures, trades, etc. From the fact that many persons are found to be color blind—i. e., unable to distinguish even some of the most prominent colors, or to tell which of two colors is red, or which is green—it is of great importance that each person should be led to know whether he or she has this defect or not before engaging in any occupation in which the ability to distinguish different colors is an indispensable qualification.

Beside much of what at first appears to be a physical defect in not correctly distinguishing colors, probably may be removed by leading children to give such careful attention to colors as will train them to distinguish the most prominent colors with ease. The possibilities in this direction are sufficiently strong, and the importance of knowing whether such a defect as even partial color blindness exists in a child, before he is old enough to choose his life avocation, is a matter of so great consequence that attention to this subject cannot be neglected with impunity in primary school training.

Having endeavored to make you understand why the subject of color may be used for lessons in primary schools with profit to the children, I will now invite your attention to some of the ways in which lessons on this subject may be given, for the attainment of these ends. —AMT. Supt. N. A. CALKINS.

(To be continued.)

George Eliot.

GEORGE ELIOT is the greatest living writer of fiction. Her name—her pen name, at least—is known wherever the English language is spoken. In creative genius, in knowledge of human nature, in power of analysis, in richness and exactness of expression, it is fair to say she has been equaled by no woman, and by very few men.

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College News.

BROWN UNIVERSITY.

The number of students this year is 255; the graduating class numbers 55. Mr. Alonzo Williams, a graduate of 1870, goes to Europe to study French and German, in preparation for the professorship of modern languages. Dr. Robinson, the President, preached the sermon to the graduates. He took for his text, "As for me I will walk in my integrity." After carefully pointing out the difference between a conscious purity and uprightness of purpose, of which one may properly and confidently claim to be possessor, and a perfection of character, to which only the self-righteous may lay claim, the preacher announced "Conscious Personal Integrity" as his theme. He dwelt on the relation of this personal integrity to the individual character and well being, showing that every man becomes in character and happiness or wretchedness what the inner purpose of his being makes him. The relation of such integrity to the national life and institution was then taken up, and the position in which the individual stands to the nation was touched upon. Dr. Robinson spoke of the special place occupied by men of education, the prominence which their culture gives them, the confidence placed in their uprightness, and the shock felt by the people when it is discovered that any man of this class is wanting in honesty and honor. The next point dilated upon were the relation of personal integrity to the constituted laws of the moral nature of man, the relation of personal character to the moral teachings of the times, and the prevailing conception of law in its influence upon character. The preacher then attempted to show that Christianity was in harmony with all that has been discovered and all that will be discovered in regard to the inviolability of physical law, and that Christianity is still the one means for securing conscious personal integrity. Every contribution to the elucidation of physical law is welcomed with heartiness by true and enlightened Christians.

YALE COLLEGE.

June 18 the new Battell Chapel was dedicated, costing about \$180,000. It is built of rough sandstone, surrounded by an arcade of Ohio sandstone. President Porter preached the dedicatory sermon. The chapel will seat 1,200 persons. It is made a memorial hall by inscribing the names of the presidents and distinguished graduates on the windows.

VANDERBILT UNIVERSITY.

Vanderbilt University, at Nashville, Tenn., has received another gift of \$300,000 from Commodore Vanderbilt. The total amount given by him to that institution is \$1,000,000. On the reception of the news a call was issued for a meeting of citizens, which was held on Saturday last, at which resolutions of gratitude were adopted. These resolutions brought out a great deal of earnest feeling towards education, and Commodore Vanderbilt may be certain he has done well with the money he has thus bestowed.

COLUMBIA COLLEGE.

The members of the graduating class are as follows:

Harold Arrowsmith, Rich. T. Bang, Henry W. Bates, David Colman, Herman Drijler, Philip H. Dugro, Richard T. Elo, Aymar Embury, Jasper T. Goodwin, Gasper Griswold, John E. H. Hyde, Louis O. Ivey, Wilnot Johnson, jr., Edwin C. Kent, Rob. A. Livingston, Theo. F. Lezier, Ben. F. Mayer, C. M. Morrow, Fred. Oakes, Wash. E. Page, Ed. Pratt, Louis C. Raegenfer, Egbert G. Rankin, Jas. A. Renwick, Ledyard Sands, Nat. P. Schenck, Eugene Seligman, Geo. W. Seligman, Isaac N. Seligman, Dubois Smith, Irvin A. Sprague, Wm. C. Thayer, Mont H. Throop, jr., Rob. Townsend, Ben. S. Van Wyck, Wm. E. Verplanck, W. F. A. Von Sicha, Leighton Williams.

Class-day was celebrated with both gravity

and humor, in the chapel on Wednesday, the 14th. N. P. Schenck was orator; Wilnot Johnson poet.

CORNELL UNIVERSITY.

Prof. Barnard delivered the annual Address; the graduates number 62; the number of applicants for admission is very large.

HAMILTON COLLEGE.

The number of graduates is 23; the Law Class 20. It has had a year of unabated prosperity. It is a college without a superior. To all seeking genuine teachers for their boys, send them to Hamilton.

JOHN HOPKINS UNIVERSITY.

The John Hopkins University examination of applicants for free scholarships for the States of Maryland, Virginia and North Carolina, will be held in Baltimore, Richmond, Staunton, Va., and Raleigh, N. C., from June 30 to July 10, and will be conducted by President Gilman and Prof. Gildersleeve in person. The examiners will report to the trustees, by whom the scholarships will be awarded, but no publicity will be given to the names of those who are appointed or rejected. The five scholarships known as the "university scholarships" are to be competitive and open to young men from any part of the country. Examinations for these will be held in Baltimore in October. The fellowships are not yet definitely awarded, but the papers submitted by each candidate have been referred to specialists in the various departments, and as soon as their reports are in the list will be announced. There were over one hundred applicants for fellowship, representing 44 colleges, and besides these a large number of letters were received from others making inquiry. As it was difficult to decide upon any ten of the applicants when so many advanced students had presented themselves, the trustees concluded to extend the offer to twenty. It is estimated that at the opening of the university the library will contain 5,000 volumes.

What Might be Done.

The teachers will have very nearly, if not quite nine weeks' vacation. Many will go to the country. For those who will not go there is enough country close at hand to give many a day's pleasure, if they choose to take it. Anywhere within a radius of thirty miles they can go and enjoy the trip; that is, if they are so inclined.

Now, while each teacher should take perfect rest, they should not utterly exclude their scholars from their minds. Any teacher who expects to renew her duties in September should add some new material to her store during the summer.

Suppose she desires to vary her exercises when she returns by giving lessons on leaves—and nothing would be so interesting to the children during those first hot days of the term. It would be no hardship, whenever she went for a walk, to collect specimens of different leaves, press carefully and classify them. It would be of great benefit to her directly; add to the mental training, and therefore to the mental power. There are plenty of books which would give her the necessary information. Then, at some idle hour she could sketch out on paper what information ought to be given to the children, and how it should be done, that depending entirely upon the grade which she teaches. The lower, the more simple, but in all cases starting with this principle in view, let them find out by their own observation all that they can, and express it in their own language. Of course, by their own language, is not meant incorrect language, but the correct language which they understand. With this exception, that in a lower grade, or in a grade of a mixed population, one new word, English if possible, should be taught in each lesson. This new word should express the leading idea of the lesson, which, by the spelling, and repetition necessary to fix the word, will at the same time fix that idea so firmly in the minds of the children as to make it a permanent fixture.

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Needs of the Scholar.

The time is not far past when a little familiarity with classical literature, pure mathematics, speculative philosophy, and rhetoric would entitle him to be considered an educated man, who was ignorant of living languages, of the geography and politics of foreign countries, of the physical sciences, and of the gigantic enterprises of human progress, which are based upon them. But that time is already gone by; it is no longer wise or Christian, and soon it will be no longer fashionable to wrap one's self in the narrow garments of an outworn scholastic culture, and to ignore the vital problems and movements of the times. This brings us to the question of the new era in education corresponding to the new era in human liberty and thought; the era of universal interchange and universal progress among the nations; the era of the application of scientific discovery to the welfare of humanity; the era of the triumph of mind over matter.

What then is education? No doubt in the widest sense it is the development and training of the faculties of man which, beginning at the cradle, ends only at the grave, and comprises not merely all that parents and teachers can impart, but the far greater influence of every circumstance in life.

It is, indeed, fortunate that such is the case. Sad would be the fate of many a man if the mistaken and incomplete preparation which he received in school were all he had to rely upon in the struggles and labors of life. In many, if not in most cases, the training of the school does little more than to awaken and to direct, perchance to misdirect, those faculties which must afterward become sharpened and hardened by the attrition of contact with practical affairs. Nevertheless, the importance of wisely administering that part of the education of a man which we call education in a narrow sense, cannot be over-estimated; it is well to inquire what are its true objects and methods; whether it does or does not need to be modified to suit the changing conditions, social and political, of the human race.

It is not my intention to enter upon a thorough discussion of this profound subject. I claim no such authority as would entitle me to attention, if I were rash enough to undertake this task. But one or two general observations, intended rather to formulate than to advance propositions likely to arouse controversy, may not be out of place at this time.

What is practically the object of education in its limited sense? What is our object in sending our boys to school? I think we may all unite in one reply. It is to do what is in our power to insure their success in life. I say we may all unite in this reply, since the terms employed are so vague as to permit each one of us to put upon them his own construction. Our ideal of success in life may range from the mere acquisition of money or fame to the highest conception of usefulness and beneficence. The means need not greatly differ, whether the motives be selfish or generous and lofty. So far as the physical and intellectual training of the student is concerned, those means which would make him strongest for his own aggrandizement would make him strongest also for the good of his neighbor and the world. Power is power; knowledge and skill are power, whether they are employed by noble or by mean and selfish motives.—R. W. RAYMOND.

An amiable youth was lamenting the death of a most affectionate parent. His companions endeavored to console him by the reflection that he had always behaved to the deceased with duty, tenderness and respect. "So I thought," replied the youth, "while my parent was living, but now I recollect, with pain and sorrow, many instances of disobedience and neglect; for which, alas, it is too late to make amends."

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have shone under the glow of her reputation their author, as a woman, has never emerged from the strictest privacy. Many who have read her books with delight, hardly know or remember her real name. There is no reason why they should, since to the whole world, a few intimate friends excepted, she is simply a mind. Were she to walk from the Bank to Trafalgar Square and back six times a day, I venture to doubt if she would meet any one who would recognize her as the first novelist of the time. Thousands upon thousands would know George Eliot, the writer, but not George Eliot, the woman.

The appearance in parts of her last novel, "Daniel Deronda," has again set cultured folks to thinking of her, and wondering what manner of mortal she is who has so mastered the mysteries of the human heart, and so assimilated the treasures of the English tongue. A few facts on the subject will be of interest.

George Eliot is now the wife of George Henry Lewis, the *litterateur*. Her maiden name was Evans, her given name being Marian C., not Mary Ann, as she has often been called. She was born in the north of England, in a town of Yorkshire, I think, in the spring of 1820. She is, therefore, nearly fifty-six. Very little is known of her early history. She seldom if ever refers to it herself; anything like a biographical sketch of her has never been written, and indeed, the facts of her life in any positively authoritative form are unobtainable.

She is reputed, however, to be the only child of a dissenting clergyman, a graduate of Oxford, a man of original mind and much learning. He first took orders and preached for a while in the Established Church, and would have prospered there in all probability had he not been led to doubt his creed, and finally to resign his charge. Practically this was an unwise step; but, unlike many curates over here, being unable to profess what he could not believe, he avowed his heterodoxy and dissolved his clerical connections. He was soon called to take the pulpit of a Presbyterian chapel in a town at some distance from the one he had officiated in, and he accepted the call, though at a much smaller salary than he had formerly received.

Not long after, he fell in love with a member of his congregation as poor as himself, and with the unworldly wisdom that marks most ministers of the Gospel promptly made her his wife, under the theologico-sentimental delusion that material things would be provided by spiritual agencies. They had a long and severe struggle with fortune.

A daughter—the renowned novelist—was born to them, adding at once to their happiness and hindrances. The child was very precocious, though not inclined to the routine studies of the schools she attended. She was a great reader, and had an understanding far beyond her years. Her father spent much time and more money than he could afford on her education; but had the good luck, when Marian was twelve, to inherit a few hundred pounds from an uncle. The child evinced at a very early age a talent for composition, which so delighted her father that he encouraged her in every way. He took the greatest pains to form her style—he was a strong and graceful writer himself—and with the best effect; for before she was sixteen she expressed her thoughts on paper with a nervousness and point that men of five-and-twenty seldom equal.

It is said that she has never written a line of bombast, which is very remarkable, since the most distinguished authors have had their period of floridity and rhetorical fatuity as they have had mumps and measles and other diseases, whether literary or physical, that are incident to juvenility.

When Marian was eighteen she began to write for newspapers and periodicals, and earned considerable money. She had no friends in the metropolis. She merely sent her manuscripts, with the request that they should be returned to her address if not acceptable. Some of them went back, though

not very many, and her unexpected success gave her hope and stimulated her to renewed effort. She revealed nothing of her privacy. She even concealed her sex under the pseudonym she still bears, and the editors and publishers with whom she dealt had no idea of her feminineness. She was enabled to be of much assistance to her parents by her slender earnings, and to repay them substantially for what they had done for her.

She had barely reached her twentieth year when she lost her father, and her mother soon followed him. Having no further ties, she decided to come to London and lead a literary life. By that time she had become acquainted through correspondence with several families, and one of them cordially invited her to make their home her home. She set to work immediately on her arrival, contributing poems, stories, sketches, and essays to the minor publications. Most of her writings were printed anonymously, and as they were done only for pounds shillings and pence, she has never acknowledged them. She grew steadily in ability and reputation, and she labored supremely; but her reputation, naturally for one so young, was confined almost entirely to those who paid her and who knew her personally.

The first work that attracted any general attention here was "Scenes from Clerical Life." They had, I believe, appeared separately before they were put between covers. They are very noticeable, and have the unmistakable stamp of her intellect, though they are far inferior to any of her subsequent writings. She was somewhat over thirty when the "Scenes" were published. They made the name of George Eliot familiar to a number of cultured people, but the sale was not large. I have understood that the author disposed of the contents of this volume outright for £150 (\$750).

Two or three years later she produced "Silas Marner," so marked an advance upon her previous work that many of her admirers, even to this day, consider it one of her best stories. It is so full of strength and sadness, as all her writings are, that the reader constantly feels its eloquent force and penetrating pain. Despite this, persons read and re-read it, for it has the fascination of nature in her dark moods. She realized from "Marner," I have been told, £300 (\$1,500), exclusive, of course, of what she has received, since she achieved great fame, from the sale of her collected works.

"Adam Bede," published in 1858, carried her name across the Channel and the Atlantic. It was translated into French and German, and many editions were sold in the United States. It laid the foundation of her celebrity, of her literary fortune; for from that date she has been able to command publishers instead of yielding to them, as most authors have to do throughout their lives. Conscious of the power of "Adam Bede" she declined to dispose of it except at a fixed royalty. In this she found her advantage; for within three years from its first appearance she had got for it £1,500 (\$7,500), and fully as much more, no doubt, in the succeeding five.

The next year "The Mill on the Floss" was published. It has been partially written when "Adam Bede" came out, and met with a most cordial reception. She had numerous bids for it from rival publishers, and finally accepted £2,000 (\$10,000) down, with a certain percentage after the sale of a given number of copies.

Then came "Romola" (1863), "Felix Holt" (1866), "The Spanish Gypsy" (1868), "Middlemarch" (1873), and, a few months after, "The Legend of Jubah and Other Poems."

"Romola" was a new departure, being an Italian tale, the scene laid in Florence during the fifteenth century. It is one of her most artistic novels, if not her most artistic. Its atmosphere is completely Italian; the illusion is perfect. It reads like translation from the literature of time. A finer and truer representation and analysis of Girolamo Savonar-

ola have never been given. "Romola" is a beautiful creation, and Tito Melema one of the most original, highly finished, wholly rounded characters that the fiction of the century has furnished.

One would think the author must have spent years in Florence and its libraries to so saturate herself with the mediæval spirit and with the quality of the people. I used to believe her studies had been made on the banks of the Arno until recently, when spending a winter in the Tuscan capital, I learned from those who knew that she had done her readings here and gone there, so to speak, merely to catch the air and to verify her learning. She was in Florence, I was told, but two months, though she was extremely busy during the time, making the best use of every leisure quarter of an hour.

"Felix Holt" was a return to her accustomed channel, and is remarkable for containing more light, or less darkness, than its predecessors. "The Spanish Gypsy" was her first acknowledged essay in verse, and it was not very successful. Like so many artists, and meaner mortals likewise, she has a professional weakness, being most ambitious to shine in what she is least fitted for. Prose writers believe they should be poets; poets that they should be painters; painters that they should be poets; orators that they should be financiers; merchants that they should be authors, and so on endlessly. We care less for what we know we can do well than for what we think or try to think we can do well.

George Eliot, having demonstrated her eminent capacity as a novelist, is anxious to prove herself a poet, she has not been able to. She is a poet in spirit, thought and sympathy, though not in any high sense, in the form commonly accepted. The limitations of rhyme and rhythm fetter her expression, cramp her imagination, hamper her genius. She would rather be a poet than anything else, and her failure to be recognized as such, troubles her sorely.

Oddly, yet naturally enough, she is persuaded that "The Spanish Gypsy" is her greatest performance—greater than "Romola," greater than "Middlemarch," greater than "Daniel Deronda."

She received, £4,000 (\$20,000) for the "Gypsy," and the firm which paid it has never got its money back. The public that so enjoys her stories cares comparatively little for her poetry, and for once the public is right.

"Middlemarch" is generally considered, up to the present, her best work. It has been predicted that "Deronda" will excel it; but it is yet too early to hazard an opinion. For "Middlemarch" its writer obtained £8,000 (\$40,000) on the delivery of the manuscript, and I hear its publishers have already cleared £12,000 on it, while the sale continues to be large and steady.

George Eliot's market goes regularly upward. I am told, by one who claims to be correctly informed, that she received for "Deronda" £12,000 (\$60,000), with an arrangement as to future percentage that will be likely in the end to yield her at least £4,000 more. Who shall say that literature is unremunerative when a single work is capable of bringing \$80,000, the interest of which would be an independence in the United States, and something positively handsome over here! Such instances, however, are purely exceptional. Great genius for many years has been convertible into gold on both sides of the Atlantic. Even talent is often very fairly paid, though it may starve unless it have the popular element, and is, on the whole, more likely to grow lean than fat in any and every quarter of the globe.

George Eliot has had quite a romance in her life, and still has it in full force. When she published "Adam Bede," it attracted the attention of George Henry Lewes, among other critics. He pronounced it a work of consummate genius, and was surprised on inquiry, to learn that its author was poor,

and a very shy, retiring person, who was averse to receiving any of her many literary admirers. The intelligence piqued his curiosity. He was more desirous than ever to know her, and he sought an introduction, but in vain. He wrote to her and proffered her any practical assistance that lay in his power—influence with reviewers, publishers, and the like. She thanked him kindly, and this led to a correspondence in which he displayed such delicacy and chivalry that he consented at last to meet him.

At this time Lewes was legally a husband, and actually a widower. Then nearly forty-two, he had married, a number of years before, a handsome but eccentric woman, who soon wearied of the conjugal yoke and eloped with a lover. Becoming contrite, she begged to be restored to marital favor; but Lewes, with great generosity, forgave her usually unpardonable offence. Their second matrimonial experience was not unpleasant, until, with a fickleness she could not control, she ran away with another man. Her husband then wanted a divorce; but having condoned her disloyalty and desertion once he was, by the English law, debarred from anything more than a separation. In other words, he could not marry again while his wife lived.

Mrs. Lewes was alive and in robust health when her legal husband became interested in George Eliot, as he did, and very deeply as soon as he had been introduced to her. The two seemed to be mutually attracted chiefly through the mind, however, for neither of them was young, handsome, or particularly graceful. The more they saw of each other the better they liked one another. Their affection was founded on intellectual sympathy and mutual esteem. They wanted to marry; but how could they, except in violation of the law? There are no Connecticut or Indiana courts in England, where divorce can be and is made easy; and if there were, it is doubtful whether the pair would have had recourse to them. They believed they could be of great mutual help spiritually and mentally by living together, as they contemplated it in face of legal technicalities.

They consulted their friends, among them some of the best known men and women of Great Britain; and it was decided, after careful consideration, that they should dispense with the usual formalities until they could be legally united. They were fully aware of the gravity of the step they were about to take. But they took it, nevertheless. While their immediate friends countenanced them in their course, society necessarily frowned upon it, and they were largely isolated.

About six or seven years ago the first Mrs. Lewes died, and Lewes was at once joined in wedlock to his friend by the laws of the land. The novelist was known as and called Mrs. Lewes immediately after her informal wedding, so that the legal wedding neither changed nor added anything to their domestic relations. Their defiance of average public opinion, however, has aided to cut off the lady from general society, and increased the shyness of which she originally had an excess.

She scarcely ever goes out, though she receives a few of her own and her husband's friends. Her opposition to being lionized is and has always been, very determined. She distinctly declares she does not wish to meet any one who merely admires her literary gifts; that those who have not some personal regard for her will oblige her by remaining away. This is very queer, since, while hundreds of thousands know and esteem her as a writer, almost nobody knows or esteems her as a woman, or can so know or esteem her on account of her persistent seclusion. An introduction is counted as a rare good fortune for any stranger, because she is seldom willing to make new acquaintances; and, indeed, she holds herself so rigorously aloof from social approaches that few persons of position and sensibility care to make them.

Mrs. Lowes is very plain and not at all elegant, having, very naturally under the circumstances, a slender stock of the small talk and minor graces which so largely constitute social agreeableness. Many people think it is in consequence of these defects that she shrinks from the world, which is probably untrue, because she is temperamentally reserved and averse to miscellaneous company.

Her husband has a good deal of the same feeling concerning general society, though he is very far from modest or diffident, as those can attest who have read his "History of Philosophy," "Life of Goethe," or any of his brilliant and scholarly though not always profound works. He is as devoid of beauty as she, albeit an admirable talker, or rather, monologist, on an infinite variety of subjects.

Opinions differ widely as to George Eliot's personal interest. She is called a charming woman by some, and by others a woman who, one would suppose, had never read half a dozen clever books, much less have written so many great ones. She is mentioned, on one hand, as a most eloquent and wonderful talker; on the other, as a writer who puts all her good things into her manuscripts, leaving nothing for her friends to recognize her genius by.

The truth lies between these extremes. She is different at different times. She may talk remarkably well to-day, and very poorly to-morrow. She is a victim of moods, as genius is apt to be, and she obeys her moods unwaveringly. Still, at her highest and best, she can make no such use of her tongue as she can of her pen; and her speech must invariably prove more or less a disappointment.

She is a tremendous, though an irregular worker. She loves to write. She says writing is imperative with her; that she could no more stop writing than she could stop breathing. She is by no means free from ambition either. She enjoys the world's applause, little as she has to do with the world; and she has a clear appreciation—it would be strange if she had not—of her high intellectual gifts. She nearly lives in her study. Day after day she will spend ten and twelve hours a day on her manuscripts, and then will not touch them for forty-eight hours. Her work will average thirty-five or forty hours a week. She writes slow or fast, according to her intellectual temper, but never without frequent revision. She does not permit a line of autograph or proof to leave her until she has made it precisely what she wants. In addition to composition, she studies hard, and is constantly in pursuit of knowledge.

Like her husband she is an excellent linguist, reading French, German, Italian, Spanish and Dutch with the greatest ease and with critical comprehension. Her sole recreation is about two months in summer, when she usually accompanies her liege to the Continent. Her constitution is good, but her health is delicate, on account of the perpetual strain she puts upon it. There are no signs of her physical or mental failure, and she expects to write quite as many novels as she has already published. Her husband is her agent and financial manager, and has the reputation of bargaining very shrewdly with publishers both for his own and his wife's writings. She has earned by her pen, it is reported, including her pay for "Deronda," from \$26,000 to \$40,000 (\$180,000 to \$300,000).

The literary couple live very comfortably but quietly near Regent's Park, spending part of the year in the country. Their house contains a number of pictures, bronzes and objects of vertu, and they are as harmonious and contented as if neither had ever seen an inkstand.

Something about Lobsters.

BY WM. L. STONE.

It is a characteristic of human nature to undervalue, or rather to overlook, objects of

interest that are near at hand. Chester Harding, in his autobiography, relates that once when he had set out to visit Daniel Boone, he found that the nearer he got to his dwelling the less was known of him or his whereabouts; and once in our own experience when within five miles of the Natural Bridge, a farmer of whom we inquired the way was wholly unable to furnish the required information, giving as answer that he had "heard tell of some such place, but really hardly knew exactly where it was." In a similar manner the citizens of New York some years since thronged the Cooper Institute to hear the lectures of Prof. Agassiz upon the animals of a distant country, totally unaware, perhaps, that there exist on their own shores animals whose habits are fully as singular and interesting as any that are found in the Valley of the Amazon. Among these may be mentioned one whose life is passed in the ocean or its inlets, and which, at certain seasons of the year, constitutes a very common as well as delicious article of diet. We allude to the common lobster, known in the nursery rhyme as "Black in the kitchen, red on the table."

This class of animal, says the Hon. G. P. Disoway, who has made the subject a study, and from whom the following facts are principally derived, is totally unlike fishes, though inhabiting the same element, and seem to invert the order of nature, leaving their bony parts on the outside of the body and their muscles within. From the peculiarity of their form the head is frequently taken for the tail; an error, however, which is at once detected when the animal is in motion. The two great claws which constitute one of its means of locomotion serve also as purveyors and defenders. Opening and shutting like a pair of pincers they are enabled to seize hold of an object with celerity, and being notched like a saw, they retain their grasp with wonderful tenacity. Accompanying these powerful arms are eight legs, four on each side, which, with the tail, give the creature its sidelong and progressive motion. Between its two claws is the head, which has eyes resembling two black beads. These have the power of being protruded or drawn in as the occasion requires. Unlike fishes generally, the mouth, as is the case with insects, opens parallel with the body and is provided with two teeth. This lack of masticators in the mouth, however, is made up by three additional ones which are placed in the stomach. Two long horns or feelers on each side of the head complete the armament of this part of the body. The tail, which is joined, also serves a double purpose, first, as the chief means of motive power, and secondly, as a covering or protection for the spawn of the female.

The process of casting the skin, which the lobster possesses with all crustaceous animals, is also a most curious phenomenon. First, like the bark of a tree when bursting asunder, the cuticle of the body opens exactly in the middle of the back. The thick, soft trunk, tail, claws and feet, then undergo the same process until in about three days the old case is left empty. The most difficult part of this operation is the passage of the claws, which have to be squeezed through the narrow shoulder joint—a process, however, that is greatly assisted by the condition of the flesh, which, at this period, is as soft and flexible as india-rubber. Some of the claws, which are often as large as the head and body together, have the faculty of reproducing themselves when bruised or broken.

Except at the period of casting their shells they remain at the bottom of the water near the shore, but at other seasons of the year, especially in winter, they prefer deeper soundings. The first eggs are found in December. In a few weeks little lobsters appear about the size of ants; and in a few weeks more they have grown sufficiently strong to trust themselves to the deep. But there are other facts going to prove the wonderful nature of

this creature. It is an animal whose skin is a stone, and yet is cast off every year for a new coat; whose stomach, which is in its head, is changed every year for a new one, and whose first act after procuring a new stomach is to eat and digest its old one. An animal, also, without bones on the inside, and yet capable of digesting the hardest substances, such as the shells of muscles, oysters and even its own, and one that without circulating blood is active and vigorous.

The lobster is also very prolific. During the proper season five or six ships sail from the coast of Norway to supply London with this article of diet. Other ships carry to Holland more than half a million. We have no means of estimating the number used in the United States, but it must be immense. They are found on the sea-coast from New Jersey eastward, and are generally caught in a "basket" or "pot" made of wicker work and baited.

In his own native element the lobster propels himself rapidly over the rocky tablelands and chasms of the ocean. A single blow of his tail can hurl him down more than fifty feet, thus enabling him to escape the swiftest enemy or pursuer. With such precision also is this dive taken, that even in the most precipitous flight, the lobster never misses the entrance of his cavern: a circumstance which is the more remarkable from the fact that the opening to his retreat affords only sufficient space to admit of his body. When hunting he resorts to stratagem. In vain the oyster closes his portals against the grasping forceps of his "sworn enemy." The latter will lie in ambush until the unsuspecting bivalve opens its door, when he pops in a stone; and having thus effected a breach leaves his victim to surrender at discretion. Nor is this the only evidence that the lobster gives of its wonderful instinct. During a thunder storm or a sea fight the sound thus produced penetrates its retreat and throws it into such abject terror that it has been known to jerk off its claws, and should the noise continue for any length of time it vacates its tenement never more to revisit it, putting not unfrequently miles between itself and the cause of its terror. So well is this peculiarity known, that freebooters have turned it to account by threatening the poor Norwegian fishermen who make a livelihood by catching the lobster, to fire a cannon over the lobster beds if a certain sum of money is not paid.

If the lobster has not been celebrated in song and in story, it has not been neglected by the followers of Durer, Hubert and Jan Van Eyck. It has been glorified by Dutch painters in imperishable colors. There is hardly a picture of a Flemish kitchen or market in which it does not figure prominently in its coat, sparkling on the canvas as if cast in metal, and scarcely a painting of still life in which, among the guests, table and wine-glasses it is not seen as the central figure, with its fiery coat of mail garnished with the inevitable green parsley, and its large red feelers outstretched like sceptres.

The lobster is undoubtedly a migratory animal, notwithstanding its submarine mode of life. Many of our citizens still remember seeing the fishermen anchor their "lobster-pots" off Castle Garden, and other instances have occurred where lobsters have entirely deserted places in which they formerly abounded. Mrs. General Riedesel, in her entertaining letters written from this country during the Revolution, mentions the fact that at Halifax (where she tarried) before the war a lobster never had been known, but after the first year of the revolution thousands were found on the coast. "whence," she naively adds, "had arisen a saying among the people of Halifax that the lobsters (having red coats) were good Royalists and had emigrated from the revolted colonies into his Majesty's dominions." One thing, however, the good people of Halifax did not take into account, viz., that the lobsters did not assume their red

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All Superintendents, Principals and Teachers will please mail to us the catalogues, circulars or annual reports of their schools.

The Annual Meeting of the State Teachers Association will be held at Watkins, July 25.

As vacation is approaching, please mail subscriptions due, and greatly oblige the *JOURNAL*.

There are lying on the editorial table an unusually large number of programmes of exercises at the schools and colleges, many of them accompanied with friendly letters inviting the editor to be a witness at these interesting occasions. Sincere and grateful thanks are returned. Unable to visit but few, it is hoped the friends of the various institutions will secure a report of the exercises for the *JOURNAL*—the proper receptacle for every species of educational information.

The people of New Brunswick, N. J., have reason to be proud over the new building erected for educational purposes in their beautiful city. Prof. H. B. Pierce, the accomplished superintendent, read a history of the public schools on the occasion, and Prof. Atherton, of Rutgers College, made a fine address. Under the direction of its indefatigable superintendent and its Board of Education, headed by Geo. O. Ludlow, Esq., the schools of the city will furnish a liberal education to all who will come.

We generally allow our correspondents to express their views with fullness, —and sometimes err on this point. We gave but hasty examination to Mr. Oakley's letter last week on the eve of our departure for the Exposition, and find that he has discussed anew a subject that he had previously aired pretty thoroughly in these columns. Pray, friend Oakley, tell us not of the disembodied spirits that use bad grammar and poor logic, but of those who are toiling yet in the flesh in the busy, dusty, humming school rooms of the great West.

We present in this number of the *JOURNAL* a valuable report of a lecture on teaching color delivered by Supt. Calkins to his class in the Normal College last winter, and which appeared in the *Journal*.

nal of Education. It will repay perusal. No teacher of a primary school but will be benefited by his enlightened views. We expect in a succeeding number to commence a series of papers prepared by a teacher of experience, most successful in her work, and possessing facility in the expression of her views. This series of papers will be worth many times the yearly subscription price of the *JOURNAL*.

Keeping In after School.

There is very little to be said in favor of the expedient. The effect upon the pupil is to make him dislike study, and more than this, he knows that many times he tires the teacher out and goes away without reciting his lesson. Some teachers "keep in" for misbehavior, lateness, etc., so that at times the rooms are as full after the bell rings as before. Now while this may seem to make an impression upon the pupil, it is a fact that it does not. What can be done with the tardy, the lazy, and the thickskulls, then, cries the impatient teacher? It is replied, fit a punishment to the case. Mark the tardy and put them on record, giving encouragement to the prompt. To the lazy and thickheaded give extra time not as a punishment, but as work; besides, the record should show up such pupils. Above all, create a public sentiment in favor of industry.

With Fidelity.

No fact is more apparent than this—the teacher stands in a place of remarkable usefulness. He is often tempted to neglect that portion of his work that bears on character, on the formation of motives and the development of ideas and give his sole attention to a lower grade of labor. Yet every teacher must have arrived at some time at settled convictions as to his duty not only, but as to his responsibility. It is not unusual for a man to have begun to teach with the highest and best motives, and in the course of two or three years to have abandoned that ground and placed himself on the footing of the day laborer. Faithfulness to convictions is the guarantee of success. The position of the teacher is a peculiar one. He works upon an invisible spirit, enshrined in an active, wayward human body. The effects he produces are also invisible—they may have a measure, however. He is, according to laws he may or may not understand, to build up memory, judgment, imagination, association of ideas and, highest of all, the reasoning powers—at all events he is to see that they are built. His material is deathless; the sculptor may change the expression of his marble or destroy it altogether and start anew; but not so the teacher. Upon him weighs down a fearful responsibility that he may forget or deny, but from which he cannot escape. This is the side towards the pupil. But towards himself there is just as earnest a demand that he should be faithful. He is apt to think that he has overestimated the importance of his office, that he has had too fine notions about it, and that it is, after all, only an ordinary labor he has undertaken to perform; it is so many hours work and so many dollars pay. He leaves the high ground he once occupied, and is lost forever. The profession is thus to-day filled with wrecks of those who started with the earnest determination to work for eternity, to do work that they would not be ashamed to meet at the great Accounting Day. They look back mournfully at those early days; they remember how their pupils learned with interest and awe. How their words made deep impressions. They cannot tell whether the

pupils were profound in scholarship, but they do remember they were intensely earnest to learn, that they grew strong in effort, upright in motive and lovely in disposition. They look upon those days with a certain triumph; upon the present work with but little satisfaction.

The difference is plain; in one case they sought the highest good of the young soul; in the other they seek only visible results. It is now how much can be learned and remembered, how many tables, how many facts, how many dates. He is a teacher no longer; he is an instructor simply—even if he is worthy of that title. One great reason why the teacher so soon chooses other work is not on account of the pay, as is supposed. It is rather feeling unequal to the high task, or if feeling equal, seeing himself wandering away from the principles that should govern him. The multitude are simply preparing for examination by some one over them in authority or looking upon school-work as a mechanical something consisting of "keeping the children in order" and hearing them recite portions of the text-books. A teacher desirous of having his class advance rapidly in Algebra, tried the plan of meeting it each day after school and solving each problem in the coming lesson on the blackboard. The lessons were perfect, of course, but what a disappointment awaited that teacher when he came to review his class! This anxiety for results, results made visible by the voice of the pupil, beckons many a teacher aside from the straight path of duty. Then, again, it is caused by outside pressure, against honest convictions of duty, in order to prepare for examination. There are trustees, superintendents or somebodies who only know children as learners and reciters. The glib of speech, the ready of memory, these are commended. Now a teacher knows these can, by long and painstaking but ruinous labor, be manufactured. Will he answer the demand, or will he do a better work? Let him be faithful to his convictions of his duty to his pupils, whatever may be the consequence. His labor is not mechanical, it has to do with interests that will outlive and outlast the graven image, the painted canvas, the speech of the orator and the pen of the ready writer.

Among the Teachers.

NO. III.

BY ONE OF THEM.

There are now a great many women employed in the school-rooms as teachers, and it is generally supposed that they are performing their work as well as men. There are many reasons why this may be doubted; for the great number are without intellectual grasp. They have committed the lessons needed for an examination, and with memories better than men they make a better show with the same knowledge. Take a hundred young men who apply for places to teach, and the same number of young women, and it is believed that the brains will be heaviest on the masculine side; in other words, that the young men will do more work and do it in better style. It is not a question whether there are not some young women of superior caliber who become teachers, and in their various school-rooms do splendid work; it is whether the material that comes forward as female teachers is of the same quality as that presenting itself as male teachers. Of this last class a large number are aiming at elevated positions in life, such as lawyers, physicians or ministers. Now, no young men of inferior abilities aim at these places; the chosen ones, the gifted, the talented only do it. The ranks of the male teachers are continually recruited from those who are ambitious for distinction, and who teach because

it is an occupation that is in consonance with their student tastes. They pursue their studies every spare moment, they cease not by day or night; many become so successful that they continue in the work. This brings into the ranks of the male teachers many who distinguish themselves in after life in the professions they choose solely on account of the genuine abilities they possess. The case of a young man's becoming a teacher and afterward choosing to be a carpenter or mason, is incredible.

Turn now to the case of young women becoming teachers. There is no inconsiderable number choosing the profession who give no evidence of literary or intellectual ability. None of the habits of the student. This does not arise from their being women, but from the other fact, that they are low in the scale of intellectual strength. They memorize, but do not reason; they commit with comparative ease, but it is no pleasure. They accept the condition of study in order to pass an examination. Now, women of talent love to study and to progress in study just as much as men of talent. It is not a question of sex, but one of possessing ability. It has surprised many a conductor of an institute to see the chits who propose to become teachers. With no maturity of thought, they are ready to undertake the responsibility of teaching the youth of the land. They grasp the license and enter the school-room. Let us see what they will do for themselves. We follow them home, and they take up the crochet-work or some feminine occupation. Not one in a hundred ever pursues a study they do not teach. They read no professional books or papers. It is noted by those who sell books for teachers that they rarely mail copies to women. They very rarely ask to see new books that are published. They are content to remain where they were last year; they complain that the examiner objects to the geographical statements they make. If they were men he would ask where they have been Rip-Van-Winkleizing, but being women he passes them on. Of such is the bulk of the host of female teachers in our land.

At the Board of Education.

Commissioner Kane was in his seat, after an absence caused by serious illness. His return gave evident satisfaction, as he is one who is a favorite in the Board, as elsewhere. Among the visitors were ex-Commissioner Herring, who during his term of office manifested the most ardent zeal in behalf of the schools. Some of the most important reforms date with his connection with the Board. Harper & Brothers offer to furnish their new geographies at a reduction in price to \$1.20. Mr. Beardslee sent in a request that the teachers of music, etc. be paid the same as the other special teachers. It was largely signed by principals and teachers. It should be granted. It is unworthy the liberal Commissioners to pay the music teachers such poor salaries. Samuel Ayres was pronounced by the Committee on Teachers "eminently qualified" to be appointed as Vice-Principal of Grammar School, and was unanimously voted into that position. Mr. John Peterson, who resigns from Colored School No. 1, is in his seventy-second year, and has been a teacher for forty-four years. We trust some place will be found for this faithful public servant! As is usual, a great deal of routine business was performed—no speaking. Commissioner Goulding, the enterprising publisher of a "New York City Directory," has had the misfortune to suffer from a fire—not serious enough to suspend business—but enough to perplex it. He is congratulated on his lucky escape.

Eyes which see not break no heart.

A bird in the hand is worth more than a hundred flying.

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A GENTLEMAN who has filled very important positions desires a Principalship. He is a thorough scholar in Latin and Greek; has fitted many for college. Desires a salary of \$3,000. Address Principal Box 4, New York School Journal.

PROFESSOR wanted.—The Board of Visitors of the University of Virginia will elect a Professor of Greek and Hebrew at their next regular meeting, June 24, 1876, to take the place of Prof. Gildersleeve, resigned. Applications with testimonials must be addressed to the Board of Visitors and inclosed to the Chairman of the Faculty, University of Virginia.

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The construction of the new portion of the line was under the charge of Francis H. Saylor, engineer in charge of the Delaware River Branch of the North Pennsylvania Railroad, and chief engineer of the Delaware and Bound Brook Railroad. No pains or expense were spared to render it as complete as possible. A large portion of it is perfectly straight. On fourteen miles of the Delaware and Bound Brook there is not a single curve. The highest grade is thirty-six feet to the mile radius. The whole of the new line traverses a beautiful, fertile, productive and populous country, the Pennsylvania portion being through the Huntingdon valley, and the New Jersey portion the Hopewell valley, and no obstacles to high speed are created by the necessity for precaution in passing through large towns or cities. It is laid throughout with a double set of tracks, of steel rails, weighing 66 pounds to the yard; and the track is all stone-ballasted. All the bridges are built in a substantial manner, of iron.

One of the most prominent features of the "New Line," is the colossal iron bridge over the Delaware river at Yardleyville, which is one of the best constructed of its kind in the country. It was erected under the supervision of Mr. David Mc N. Stauffer. This bridge, like all the others on the line, has a double track.

At New York the ferry of the Central Railroad of New Jersey is used, landing at Liberty street, convenient to the business of the lower portion of New York City, and a first-class ferry will also land passengers up town at a convenient point.

FAST TIME.

At the trip made on Friday last 16 miles were made in 17 minutes. A special train, consisting of one passenger car and one flat car, drawn by engine "Yardley," made the run over the Delaware and Bound Brook Railroad, which forms the middle division of the "New Line," a distance of 27 miles in 33½ minutes, making no stops. Of this distance, 12.2 miles were run in 12½ minutes, and 6 miles in 5½ minutes. At one time, a speed of 69 miles an hour was attained.

Let us commend the untiring energy of E. C. Knight, Esq., President of the Delaware and Bound Brook Railroad Company, and of Franklin A. Comly, Esq., President of the North Pennsylvania Railroad Company, for the completion of this important enterprise.

Last Friday the engineers and other invited guests made an excursion from Philadelphia on this excellent "New Line." Mr. Saylor stopped the train at each bridge, to show its perfect construction. To him and President Knight hearty thanks are tendered for courtesies. The road starts from foot of Liberty street; fare to Philadelphia \$2.65.

Charlier Institute.

The closing exercises took place on the evening of June 19, in the beautiful chapel of the Institute. After singing by the pupils, Prof. Charlier gave his annual address, stating that this was the twenty-first anniversary. He introduced Messrs. de Rochambeau, Levasseur and Dietz Morin, each of whom made addresses in the French language. Chancellor Crosby made a humorous and pleasing speech to the boys, and was followed by Wm. Wood, President of the Board of Education. He gave one of his delightful talks to a delighted audience. Prizes were given out, and then the building was thrown open to visitors. Ice-cream and refreshments were found by all the guests.

Children's Aid Schools.

The teachers of the Children's Aid Society Schools inaugurated the opening of the "Children's Summer Home at Bath, L. I., by paying it a visit in a body. The place has been greatly improved, and the children of the different schools will pay a visit of a week during the summer.

Webster's Dictionaries need no praise from us, for their merits are too well known and appreciated by American scholars to demand it. The Unabridged, especially, is a work of so much scholarship that it can never fail to be the admiration of all who love to honor genius and learning. Added to its other great intrinsic excellences, the enterprising publishers present in the edition for 1875 several beautifully colored plates: first, the arms of the States and Territories of the American Union; second, the arms of various nations, and the flags of various nations; third, United States naval flags; and fourth, the pilot signals of various nations. These plates are the size of the full page, and increase the value of the work as a book of universal reference. These, with the more than three thousand other pictorial illustrations, have been inserted in the body of the work, in close connection with the words they illustrate, instead of being printed as an appendix to the volume. An examination of this edition compels us to award unqualified praise upon those who have wrought for the completion of so perfect a work.

What to Do with Our Daughters.

In a late number of the *Christian Weekly*, Marion Harland has an admirable article, "What shall we do with our daughters?" in which she recommends a sort of co-operative housekeeping, which has so long been out of fashion among well-to-do people that it strikes one almost as quite a new idea. She solves the question above and the vexed problem of "servant-gallem" by one stroke of domestic generalship. To illustrate her idea she gives the illustration of a friend's household management. The family consists of ten persons, three of whom are daughters. The washing and ironing are "put out." A stout, common scullion who can scrub, etc., and a young girl to act as waitress and attend the door-bell, are the only servants kept. The wise mother has trained her daughters to do the rest. The plan of work is briefly this: No. 1 has this week the supervision of the kitchen and does the finer cookery; No. 2 sweeps and dusts her own and sisters' rooms and the parlors; No. 3 does the family mending, takes care of the china closets and the dining-room. Next week there will be rotation in office, and so on, until the round of avocations is completed by each. "They live well and handsomely, and have more leisure for reading, music and society than nine out of ten ladies in their circle, besides being active in religious and charitable works. What they do being well done—punctually and faithfully—is out of the way of other duties, once for all. None of the three makes work for the rest, and nobody hinders anybody else. Intelligent in conception and deft in action, they have reduced the routine of their accustomed labor to an art, of which they are mistresses. The marketing—even the purchase of fuel and staple groceries—falls upon the culinary chef of the week, and save for a timely hint now and then from "mamma," she rules in her kingdom absolute and unchallenged, rendering, however, a hebdomadal account of her expenditures, adjusted to a half-penny." We wish such a system might be adopted generally. It would put an end to useless envious womanhood, and put to rout the army of blustering and incompetent Biddies who infest our homes.

To God (be) praying and with the flail pling.
The dog who walks finds a bone.
When a man goes drunk the boys say to him "suet."

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Respectfully Yours,
JOHN F. TROW.

A. M. KELLOGG:—

In reply to your note, I would state that I have been a constant reader of the JOURNAL for years, and hope that every teacher in the city will take it, nor do I see how they can well get along without it.

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Yours most truly
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Principal Normal School, Winona, Minn.

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Principal.
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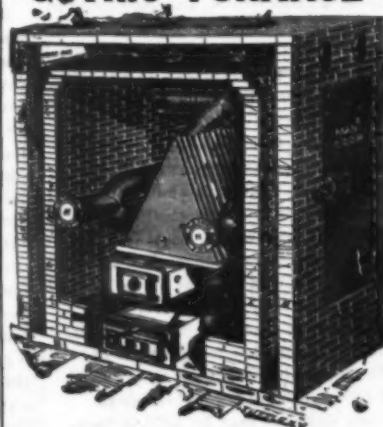
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surely) out of the dark, cold ground of ignorance, until, at last, it stands up in the warm sunlight of heaven, a tree goodly and fair, which, if properly tended and watched, will produce a flower, sweet beyond the rose, and beautiful beyond the lily—we name character!

The Bible abounds in passages expressive of the loveliness and good of wisdom, and the evil and hideousness of folly; such as "The fool's mouth is his destruction; 'Incline thine ear unto wisdom; 'Wisdom is more precious than rubies, and all the things thou canst desire are not to be compared unto her; 'Her ways are ways of pleasantness, and all her paths are peace; 'A foolish son is grief to his father, and bitterness to her that bare him; 'Wisdom is the principal thing, therefore get wisdom."

Boys take the advice of your elders, who will not fail to tell you to get Wisdom now, while you have the opportunity; yesterday never comes back.

In our pursuit of Wisdom, we must not forget that mere worldly knowledge is not all, and that we cannot attain Wisdom of ourselves alone. "The Lord giveth Wisdom," and "The fear of the Lord is the beginning of Wisdom."

What a magnificent chance the American boy has to lay the foundations of Wisdom, in a good education! Free schools, free books, free thought, free speech, free men; so run the golden links of the happy chain. I fear sometimes that the very bounteousness of the gift makes us regardless of its real value. This is to turn our backs upon God. May His grace keep our feet from the fool's path.

When man is placed upon this sphere,
And ties his boat unto earth's pier,
He little understands his mind,
To wisdom deaf, to knowledge blind.
Yet striving finally he may
The pleasures prove of wisdom's way;
For, urging well his boat along
Amid life's busy, sailing throng,
Some happy winds his bark will wait,
Which never blow for folly's craft.
Those foolish ones, at last they groan;
But Nature never heeds their moan.
They sink, and pray for help, in vain—
All folly ends in certain pain.
Try then your best, with might and main,
The fruit of Wisdom to obtain.
For thus our character we mould,
A treasure richer far than gold.

Letters.

Editor School Journal: M. X. A.

DEAR SIR:—Having borrowed a copy of a paper from a friend, occasionally, I have looked in vain for anything like adverse criticism of various new fangled notions, which are dignified by the name of teaching. Still, I should not have written, but that I myself have a grievance to complain of, and which I judge you are greatly to blame, in that you give your countenance to such proceedings.

I have been a teacher for twenty years, and have always found the good old way the best. Besides which, I feel it my duty to set an example of consistency to my pupils; therefore, I follow the same methods with which I began. In fact, I do not see any room for improvement. To be sure I do not visit any other schools than my own, as I have enough to do to keep me at home. Neither do I take an Educational Journal, nor do I read anything relating to such matters. Why should I? I am sure that the work is dry enough, and I have enough vexation with my scholars, and their stupidity, without bothering myself with books that are half metaphysics and half nonsense.

Now my grievance is this: next door to me is another school, and they are introducing pictures, object lessons of all kinds, making arithmetic attractive, teaching geography in a new way, and generally levelling the way to knowledge. This is taking my scholars! What shall I do? I must live, but I do not believe in any such style of teaching.

Learning was hard for me to acquire, and it ought to be as hard for my pupils. It is all nonsense talking about making it pleasant. The children of to-day know too much. When I was young it would have been considered imprudence in me to know more than my elders. I have some relatives who will not send their children to me, because they do not believe in my methods. These children are all the time bothering me with a lingo about plants, minerals, and other things, that is ridiculous for them to know.

Now there ought to be a stop put to all this. It only encourages impertinence and conceit in the children, and is ruining my income.

Yours, &c.,
JONATHAN OLDBODY.

MR. EDITOR: The JOURNAL lately contains an article in which the ground is taken that teaching as a profession disqualifies those engaged in it for other occupations, and takes from the mind its power to look at practical affairs in a practical light. If this is the language of those who are outside of the teacher's circle and can see their defects, I am disposed to think that it is based on imperfect examination of the data from which the opinion is deduced. Whilst the fact may be conceded by teachers, it is not conceded by all teachers.

Routinism is not peculiar to the school-room. There are a great many things, it is true, that have to be done just in the same way every day through the year, but is not this equally true of other occupations? Does not the salesman have to answer a hundred times a day such questions as, "What is the price of calico," etc.? Does he not go through the same routine of answering questions and measuring goods? Is not the merchant concerned only with the buying and selling prices of goods, and the cost of transportation? The physician has to treat generally diseases that are no more numerous or unlike than the subjects on which the teacher has to give instruction during the day. The politician frequently makes the same speech nearly every day during a political campaign. The lawyer has to deal with legal technicalities until he learns to judge questions of moral right and wrong by the same code that would govern a jury in deciding a suit in court; this is true of many, if not all. Indeed it seems that there must be a degree of sameness about all occupations, and since machinery has become so generally used, it is no less true of the laborer than of the professional man. The laborer stands and watches his machine, having to do just the same thing till his motions become almost automatic. Now is the teacher any more liable to have his mind dwarfed than other men who have to go through a regular routine? A teacher can vary the exercises of the school and break the monotony to which the recitation room is subject, if he will. If "most teachers make a dreadful sameness of the school-room," it is because they are inefficient teachers; and it proves that the school-boards do not secure the services of such men as the schools need. "Book learning" without common sense often secures a position in the highest schools. The applicant has only to stand an examination to get a teacher's certificate, a fact that accounts for the inefficiency of "most teachers."

Is it true that the good teacher confines himself to what the book says while in the school-room?—and does he confine himself "to things proportioned to the intellect of a child" when he gets out? Does he reiterate, or does he present things in new forms? Does he teach only the old, or does he teach his pupils what is now going on in the world? We should not judge teachers as a class by those who were never competent to teach, though they be called teachers.

I had during my course of instruction fourteen instructors, twelve of whom are acknowledged by all who know them to be eminent ly practical men and women. The other

two knew nothing but what could be recited from books, and, as well as I can ascertain, they knew nothing about practical matters before they began to teach. In many other cases it might be found that it is lack of common sense and not work in the school-room that has disqualified so-called teachers for managing the practical affairs of life. Three of the teachers to whom I alluded above have shown themselves successful in other vocations. One of them, after teaching twenty-five years, left the school-room to superintend instruction in a large county, and is no less efficient in his new work than he was in his old. Another who had taught in preparatory schools nearly twenty years gave up teaching to go into the ministry, and is now as successful a herald of the gospel as the majority of the ministers who have never been teachers, and assists his country parishioner in his own support, by managing practically a hundred-acre farm. A third, who had been a teacher for a number of years, entered the Confederate army in '61 as a captain, and was so successful an officer that he became general before the close of the war, when he sheathed his sword and resumed his old duties as teacher. Seven years after the war, while I was his pupil, he was still practical.

There are few inducements offered to teachers, and while this is the case there will be many men in the profession who have no more than their share of common sense, but until teachers are remunerated as other professional men who require no more preparation and do no more work, we must expect, as a general rule, only inefficient men and women to offer their services. Wherever solid men are employed we see verified the old adage, "The more he teaches, the more he learns." No occupation is free from evil tendencies, and while teaching may have a tendency to cramp the mind, it is not so great but that it will be resisted by a man, who is a man.

WALTER RALIGH,
Newbern, N. C., April 13, 1876.

FROM THE CENTENNIAL.

A hurried visit to Philadelphia shows us that several of the States have gathered a very creditable exhibition of educational materials.

Maine.—This is not so large as Pennsylvania exhibits, and lacks the complete system there shown; still it is fine. The principal features are original designs by scholars from nine to fifteen years of age, in the primary and intermediate schools. These designs are intended for wall-papers, frescoing, tiling, cotton prints, etc. There are also slates, containing different days' work by the children in the various branches of study.

Massachusetts.—Exhibits a number of neatly-bound books which contain one day's work by all the children of a school, each school having a separate volume. The work is very neatly executed, and shows familiarity with the studies. A book-case is devoted to the exhibition of all school-books published in the State. Much attention is paid to drawing in its various branches, and a very large number of specimens are shown of mechanical, engineering, architectural and freehand drawings. Some of the designs are decidedly original and pleasing. Useful designs are particularly studied, and some of the original work of comparatively young children would do credit to much older artists. A large map of Massachusetts, drawn entirely with a pen, by Wm. R. Fish, showing all the counties, rivers and principal towns, deserves praise. In the kindergarten department an excellent exhibit is made. A number of specimens of clay modeling, by the pupils of the training-school at Cambridge, and a case of original kindergarten designs, by children from four to six years of age, are exceedingly well done.

Pennsylvania.—This State has erected a hall, and the arrangement of Pennsylvania's exhibit in it was placed in the hands of J. P. Wickersham, Superintendent of Public Instruction, who has done the work in a

manner to reflect great credit upon himself and the State he represents.

The building is octagonal in shape, with wings on the northern and southern sides. In the centre of the building is an assembly-room forty-eight feet in diameter, which is devoted to the exhibit of school furniture, apparatus, books, maps, etc. Surrounding the assembly-room are alcoves, separated by an aisle ten feet wide from similar alcoves built against the walls of the building. These alcoves contain numerous exhibits. Several are devoted to designs for the ornamentation of school-houses, while a number contain beautiful specimens of work done by the soldiers' orphans of various schools, and the inmates of the institutions for the blind and feeble-minded.

DEAR SIR: Please discontinue the JOURNAL. Yours truly,

MISS BLANK,
Teacher.

We beg to inform Miss Blank and several others who have written us letters like the above that they do not follow the regular forms of business correspondence. We subjoin a form which has been used for more than 1800 years. See the celebrated letter of Mr. Paul to the Romans, 18th chap. and 8th verse. The true style is this:

DEAR SIR: Please notify me of the amount of arrearages and I will send it by return mail. On its receipt please discontinue the JOURNAL. Yours truly,

MISS JUST RIGHT,
Teacher.

Book Notices.

WE NOTE SEVERAL PUBLICATIONS BY S. C. GRIGGS & Co.

Mrs. Emily Huntington Miller, the editor for a long while of the *Little Corporal* magazine, has a new book for the little folks, "What Tommy Did."

The work on "Norse Mythology" by Prof. Anderson, of the University of Wisconsin, has been such a success that he has been encouraged to continue the cultivation of this field. He is preparing three new books—a collection of "Viking Tales of the North from Icelandic Saga," a translation of the Elder Edda, and a third on the Younger Edda.

They will publish shortly a translation by the wife of Ole Bull, of "The Pilot and His Wife," a love story by Jonas Lie, "who" (says the *North American Review*) "has conquered for himself a name in the very foremost rank of Scandinavian literati,"—and "is a novelist of very marked genius."

Those who have enjoyed reading Dr. Matthews's very successful books—"Getting on in the World" and "The Great Conversers,"—will be pleased to learn that his new book,—"Words, their Significance, Use and Abuse, which is written in the same popular style, is just published.

The Atlas Hotel.

THIS building is in the immediate vicinity of the Centennial grounds, and is capable of accommodating a very large number of people—perhaps 5000 daily. It is especially suited for the lady teachers as there is no bar, and quiet reigns. Mr. Nicholson and Mr. Newcomer, will be found assiduous in their efforts to make the guests comfortable. The lodgings are \$1.00 each night—a plain meal costs 25c.—dishes may be ordered afterward at usual rates varying from ten to twenty cents. The Educational Head quarters of the country will be here, and it will be found just the place to meet old acquaintances and to form new ones.

The Elastic Truss, 683 Broadway, which comfortably holds the worst cases of rupture, has superseded all varieties of metal trusses, and is one of the greatest marvels of modern enterprise.

Graduating Exercises in G. S. No.3

PROGRAMME

The Board of Education.

Absent : Messrs. GOULDING, KELLY, MATTHEWSON.

COMMUNICATIONS

REPORTS

NAUTICAL SCHOOL.

Also to notify Principals that after Sept 1st they will be held to a strict account if they admit pupils from out of the city. To By-laws.

Grammar No. School 47.

Anthem—"Cantate Domino."—Mozart.
Salutatory, Florence Tryon; Chorus, "Sum-
mer Morning;" Recitation—"Liberty and
Independence," Elizabeth C. Hudson; Patri-
otic Part-Song—"Let the hills and vales re-
sound;" Recitation—"The Drummer Boy Lili-

Hugo Gorsch.

TRUSTEE ANDREW SMITH.

- This excellent and popular Trustee of the Twelfth Ward, died suddenly June 6th. His funeral was attended by a large concourse of people, at St. Joseph's Church. The schools of the ward were closed, and many elegant floral offerings were laid on the coffin by the teachers. Dr. Smith was a finely educated German, and greatly respected by a large circle of friends.

Primary School No. 37.

Speeches were made in behalf of the trustees by F. F. Fellows and G. W. Kellogg, also by Gen. John, Dr. Merrill, N. Quackenbos of 7 Warren street, and by the presiding officer

Grammar School No. 22.

"We are now, said the speaker, celebrating the Nation's One Hundredth year. Is she to last another one hundred years, increasing in grandeur and glory, or is she during the next cycle, to sink into decay and insignificance? The youth of the land can only determine this. They are the true arbiters of our destiny.

The great Washington said, that the pillars of our institutions are Truth and Morality. Begin then with truth; have it for the corner-stone of your character; build upon it, and make all else subservient to it. Then will our country not only last another one hundred, but one thousand years, increasing in grandeur and magnificence, until the whole world shall do her homage."

SPEECH OF MASTER MOSES EINHURG.

WIA DOM, :

At first, it is [true, man understands but a little, yet he can so train his intellect as to be able to master what seem impossibilities to the undisciplined mind. Wisdom's branches extend indefinitely outward ; there is no limit. They are, also, far above us, swelling over us as the sky ; still not so far that they may not be reached by man. His training is as it were, a ladder on which he climbs with stumbling, halting feet, it may be, but still ever upward, until, at last, he seizes the ripe fruit. Perfection, in even one department has never been attained, but the humbles of us all may make some advance thereunto

How beautiful is wisdom, when, from a hidden seed, it pushes its way (slowly and, with difficulty perhaps, but still

HOUGHTON SEMINARY,

CLINTON, N. Y.

JOHN C. GALLUP, A.M., M.D., PRINCIPAL.

The ultimate aim of this institution will be, with God's blessing, to educate the true Christian woman. The course of study is varied, thorough and complete, including every branch requisite for the attainment of a high degree of culture. The Bible is studied regularly through the entire course, and by the whole school.
The charge per year, for board and tuition, is \$300.

Locust Hill Seminary for Young Ladies,

YONKERS, N. Y.

Miss EMILY A. RICE, - - Principal.

It will be the aim of the school to provide for an education in its true sense. An education of body, intellect, and soul, and no one cultivated to the neglect of the others; and while the best facilities for ornamental and æsthetic culture will be furnished, the solid studies will be made as prominent and pursued as thoroughly as in any school.

A true education includes physical culture, and by careful attention to diet, dress, study, gymnastics, and sleep, it will be the aim of the principal to develop those entrusted to her care into healthy, intelligent, refined women.

Boarding pupils will be charged \$450 per annum. This includes board, furnished room, fuel, lights, and tuition in English.

HOME INSTITUTE,

TARRYTOWN-ON-THE-HUDSON, NEW YORK.

An English and French Boarding and Day School for Young Ladies.

Miss M. W. METCALF, Principal.

Miss H. METCALF, Vice-Principal.

The school building is eligibly located, and, with its secluded grounds, affords ample room for the health and pleasure of the pupils.

In plan, the School combines the advantages of a first-class Literary Institution with the well ordered proprieties of a Christian home. Careful attention is paid to the cultivation of refined manners.

There is a Special Course for those who design to enter Vassar College, or prepare for the Harvard examinations.

The French Department is under the direction of an able and experienced native teacher, and the language is spoken at prescribed times by the pupils.

COLGATE ACADEMY,

HAMILTON, N. Y.

FRANCIS W. TOWLE, A.M., - - - - - Principal.

THE HILL SCHOOL,

POTTSTOWN, PA.,

REV. MATTHEW MEIGS,

PROPRIETOR.

The location is delightful, being of an eminently rural description, and well calculated to afford enjoyment to all residing within its boundaries.

The buildings are extensive, and are fitted with all modern improvements for the convenience of pupils, nothing having been omitted that would conduce to the health and comfort of those beneath its roof.

The school is of a strictly Family character, and thorough in its instruction and discipline, and is designed to prepare the pupil for any class in College, besides giving the various branches of a substantial English education.

The charge per annum for Board and Tuition is Three Hundred Dollars.

THE IRVING INSTITUTE,

AT TARRYTOWN-ON-HUDSON,

ARMAGNAC & ROWE, Principals.

A SCHOOL DEVOTED TO THE THOROUGH INSTRUCTION AND CAREFUL TRAINING OF BOYS

UNION HALL SEMINARY,

JAMAICA, L. I.

Mrs. JAS. A. FLEURY, Principal.

The pupils are under the immediate care of experienced and competent resident teachers. Every attention will be paid to the moral, physical and intellectual education of the pupils, and the text-books, system of studies, etc., will be carefully selected to accomplish these most important results. The grounds are spacious and well arranged, and afford every facility for healthful exercise and recreation. Diplomas and certificates will be awarded by the Trustees of Union Hall to those who complete satisfactorily the prescribed course of study.

Terms—Board and tuition, (including the common and higher English studies and Latin; also, washing) per year, from \$300 to \$400.

MRS. CARRETSON'S

ENGLISH, FRENCH AND GERMAN

Boarding & Day School for Young Ladies & Children,

52 WEST 47th STREET, bet. 5th & 6th AVENUES, NEW YORK.

This School is located in a quiet neighbourhood, and is eminently fitted for the purposes to which it is applied. The number of Boarding pupils is limited to Twelve, and to these the Principal gives her especial and personal care.

Thoroughness in every department is a distinguishing feature of this School.

For instruction in English, Latin, French and German, the terms per annum, are for Day Pupils, from \$75 to \$200, for Boarding Pupils, \$700.

MISSSES MEEKER'S

SCHOOL FOR YOUNG LADIES,

56 WASHINGTON ST., NORWICH, CONN.

SEWARD INSTITUTE FOR YOUNG LADIES,

FLORIDA, ORANGE CO., N. Y.

MRS. G. W. SEWARD,

Principal.

For Board, Fuel, Lights, and Tuition in any or all of the English branches, and Latin, per year, \$320.

The Academic Year is divided into two terms of twenty weeks each; the first commencing September 14, the second February 1.

THE MT. PLEASANT MILITARY ACADEMY,

SING SING, NEW YORK.

J. HOWE ALLEN Principal.

This Institution, founded in 1832, has long been widely and favorably known. The corps of teachers embraces six resident teachers, three visiting teachers, and three lecturing professors. There are five graded classes in the Regular Course of Study. Graduates from the Regular Course receive the Academy Diploma.

Especially attention is given to the younger members of the School, as to their care and control out of school hours.

It is believed that ample provision is made for every department of study, and for the proper moral and physical care and training of the young.

The circular contains the names of one hundred and fifty prominent citizens of New York and other cities, whose sons have been or now are pupils at this School.

POUGHKEEPSIE FEMALE ACADEMY,

POUGHKEEPSIE-ON-THE-HUDSON.

REV. D. G. WRIGHT, A.M., RECTOR.

The Academy is under the supervision of the Regents of the University of New York. Its teachers, in the several departments, are accomplished and experienced; and the facilities for acquiring a thorough and finished education are second to none. Every effort is made to have this a refined, Christian and happy home for the young ladies. 4. Diploma given to each pupil, who completes the course of study, by authority of the Regents.

Fort Edward Collegiate Institute,

FORT EDWARD, NEW YORK.

JOS. E. KING, D.D., President.

Superb brick buildings. Sixteen Professors and Teachers. A Boarding Seminary for ladies and gentlemen (adults). Earnestly Christian, but non-sectarian. The English branches are thoroughly provided for. Cost of Fall term for board, room, fuel, washing, with common English, \$63. Twenty-second year began September 2nd, 1875.

OPINIONS OF EXAMINERS AND VISITORS:

"Is worthy of the extended patronage it receives."—REV. DR. WICKHAM, 1870.

"One of the finest and most ably managed Educational Institutions of its class in this country."—DR. SEARS in *National Quarterly*, 1874.

"A careful survey of the workings and adaptations of this Institution enables us to commend it to the public patronage."—BOSTWICK HAWLEY, D.D. 1875.
REV. J. F. CLYDE.

YOUNG LADIES INSTITUTE,

AUBURN, NEW YORK.

MR. AND MRS. MORTIMER L. BROWNE, PRINCIPALS.

This Institution aims to combine the advantages of other educational systems, with an entire freedom from their objectionable features. While its literary privileges are of a high order, and it affords the intellectual stimulus of the larger schools, it also assumes to provide a safe and pleasant home, to which parents may entrust their daughters, with full confidence that no effort or expense will be wanting to the promotion of their comfort and happiness.

SOCIAL AND MORAL CULTURE.

The individuality of no pupil is lost; and each shares a faithful supervision in all that pertains to health, manners, literary and æsthetic culture. The period of instruction is but the continuation of a well-ordered home life.

Diplomas are awarded to those completing the course of English and Classical study. The Institution has a very complete Library of Reference, extensive and classified cabinets, valuable scientific apparatus, native teachers of modern languages, and a German Professor of Music.

OSSINING INSTITUTE FOR YOUNG LADIES,

SING SING, NEW YORK.

MISS S. M. VAN VLECK,

PRINCIPAL.

This Institution aims to combine superior educational advantages with the choicest home influences. The course of study embraces all those branches which are essential for the highest and best womanly culture. Particular attention is given to the study of Music and Art. French is spoken in the family at stated times each day.

Social and physical culture are objects of special care.

Board, fuel, light, and tuition in English, \$320.

Claverack College and Hudson River Institute,

CLAVERACK, COLUMBIA CO., N.Y.

Rev. ALONZO FLACK, A.M., President.



The Dry Season of Brazil.

As an illustration of the extreme dryness of the soil during the dry season in Brazil, it is stated that in June all vegetation ceases, the seeds being then ripe, or nearly so. In July the leaves begin to turn yellow and fall off; in August an extent of many thousands of square leagues present the aspect of a European winter, but without snow, the trees being completely stripped of their leaves; the plants that have grown in abundance in the wilderness drying up, and serving as a kind of hay for the sustenance of numerous head of cattle. This is the period most favorable for the preparation of the coffee that grows upon the mountains. The beans are picked and laid on the ground, which gives forth no moisture, but on the contrary absorbs it, and being surrounded by an atmosphere possessing desiccating properties, the coffee dries without molding.



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ERADICATES ALL LOCAL SKIN DISEASES; PERMANENTLY BEAUTIFIES THE COMPLEXION, PREVENTS AND REMEDIES RHEUMATISM AND GOUT, HEALS SORES AND INJURIES OF THE CUTICLE, AND IS A RELIABLE DISINFECTANT.

This popular and inexpensive remedy accomplishes the same results as costly SULPHUR BATHS, since it PERMANENTLY REMOVES ERUPTIONS AND IRRITATIONS OF THE SKIN.

COMPLEXIONAL BLEMISHES are always obviated by its use, and it renders the cuticle wondrously fair and smooth.

SORES, SPRAINS, BRUISES, SCALDS, Burns and Cuts are SPEEDILY HEALED by it, and it prevents and remedies Gout and Rheumatism.

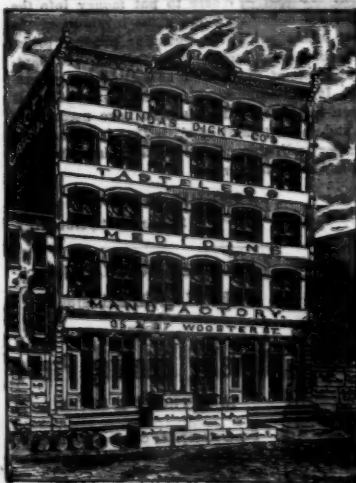
IT REMOVES DANDRUFF, strengthens the roots of the Hair, and preserves its youthful color. As a DISINFECTANT of Clothing and Linen used in the sick room, and as a PROTECTION against CONTAGIOUS DISEASES it is unequalled.

Physicians emphatically endorse it. PRICES, 25 AND 50 CENTS PER CAKE, PER BOX, (3 CAKES), 60c and \$1.20.

M. B. There is economy in buying the large cakes. Sold by all Druggists.

"Hill's Hair and Whisker Dye," Black or Brown, 50c.

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TASTELESS MEDICINES.

Caster Oil and any other nauseous medicines, can be taken easily and safely in Dr. Baker's Diet & Food Capsules. No taste; no smell. Sold by your druggist. Ask him for our little book.

POND'S EXTRACT.

The People's Remedy.

The Universal Pain Extractor.

Note: Ask for Pond's Extract.

Take no other.

"Hear, for I will speak of excellent things."

POND'S EXTRACT—The great Vegetable Pain Destroyer. Has been in use over thirty years, and for cleanliness and prompt curative virtues cannot be excelled.

CHILDREN. No family can afford to be without Pond's Extract. Accidents, Bruises, Contusions, Cuts, Sprains, are relieved almost instantly by external application. Promptly relieves pains of Burns, Scalds, Eruptions, Chafings, Old Sores, Bells, Felons, Corns, etc. Arrests inflammation, reduces swellings, stops bleeding, removes discoloration and heals rapidly.

FEMALE WEAKNESSES. It always relieves pain in the back and loins, fullness and pressing pain in the head, nausea, vertigo.

IN LEUCORRHOEA it has no equal. All kinds of ulcerations to which ladies are subject are promptly cured. Fuller details in book accompanying each bottle.

PILES—Itching or bleeding—meet prompt relief and ready cure. No case, however chronic or obstinate, can long resist its regular use.

VARICOSE VEINS. It is the only sure cure.

KIDNEY DISEASES. It has no equal for permanent cure.

BLEEDING from any cause. For this it is a specific. It has saved hundreds of lives when all other remedies failed to arrest bleeding from nose, stomach, lungs, and elsewhere.

TOOTHACHE, Earache, Neuralgia and Rheumatism are all alike relieved, and often permanently cured.

PHYSICIANS of all schools who are acquainted with Pond's Extract of Witch Hazel recommend it in their practice. We have letters of commendation from hundreds of Physicians, many of whom order it for use in their own practice. In addition to the foregoing, they order its use for Swellings of all kinds, Quinsy, Sore Throat, Inflamed Tonsils, simple and chronic Diarrhoea, Catarrh (for which it is a specific), Chills, Rheumatism, Frost-bitten Feet, Stings of Insects, Musquitoes, Chapped Hands, Face, and indeed all manner of skin diseases.

TOILET USE. Removes Soreness, Roughness and Smarting; heals Cuts, Eruptions and Pimples. It refreshes, invigorates and refreshes, while wonderfully improving the complexion.

TO FARMERS—Pond's Extract. No Stock Breeder or Livestock Man can afford to be without it. It is used by all the leading Livestock Dealers, Street Railroads and first Horsemen in New York City. It has no equal for Sprains, Harms or Saddle Chafings, Stiffness, Scratches, Swellings, Cuts, Lacerations, Bleedings, Pneumonia, Colds, Diarrhoea, Chills, Coughs, etc. Its range of action is wide, and the relief it affords is so prompt that it is invaluable in every Farm-house as well as in every Farm-house. Let it be tried once, and you will never be without it.

CAUTION! Pond's Extract has been imitated. The genuine article has the words Pond's Extract blown in each bottle. It is prepared by the only persons living who ever knew how to prepare it properly. Before all other preparations of Witch Hazel. This is the only article used by Physicians, and in the hospitals of this country and Europe.

HISTORY and Uses of Pond's Extract, in pamphlet form, sent free on application to

POND'S EXTRACT COMPANY, 25 Maiden Lane, New York.

EDEY'S CARBOLIC TROCHES, A Specialty for Sore Throat,

the Carbolic Acid of which the Troches are in part composed acting as a HEALING AGENT and curing all forms of ulcerated and inflamed surfaces of the larynx and epiglottis.

A specialty for Horsemen, the Cleansing power of the Carbolic Acid tending to expel all collections and formations of Mucous Matter, Phlegm, etc., and restoring a healthy action to the sensitive and delicate organs of the throat and windpipe.

EDEY'S CARBOLIC TROCHES may be safely relied on as a preventive in all cases of Small Pox, Varicella, etc. A specialty for Common Colds, Coughs, and all disorders of the Throat, Chest, and Lungs.

SOLD BY DRUGGISTS EVERYWHERE.

Price 25 Cents per Bottle.

DR. BAKER'S PAIN PANACEA,

For Rheumatism, Neuralgia, Cramps, Cuts, Diarrhoea, Cholera Morbus, Cholera Infantum, Sprains, Burns, Scalds, Bruises, Chills, Frost Bites, Swellings, Stings of Insects, and all painful affections of the body, external or internal. For Colds, Sore Throat, Quinsy, and diseases of the throat and chest, it is an invaluable remedy. For sale everywhere. Price 25 cents, 50 cents, and \$1 per bottle.

A PREPARATION FOR THE BLOOD

There never was a time when a safe and powerful Blood Depurant, capable of thoroughly purifying and renovating the important fluid, was more imperatively needed than now. Scrofula and other terrible diseases of the flesh the glands, and the skin are everywhere on the increase, and the ordinary modes of treatment are utterly powerless to arrest them. Physicians exhaust their lists of so-called specifics in vain in the endeavor to check these scourges of mankind; but, fortunately, when their skill has been baffled, a sovereign remedy yet remains. **Scovill's Blood and Liver Syrup** meets the exigency. Ulcers and eruptive diseases of the most virulent nature are permanently expelled from the system by its use. A combination of vegetable extracts, which no taint in the blood, whether casual or transmitted, can resist, gives it absolute control over all disorders arising from this cause.

The two most curative agents in this wonderful disinfectant and invigorant are SARSAPARILLA and STILLINGIA, both well known to medical men and pharmacopologists as antidotes to poison in the veins which produces and perpetuates all flesh-consuming, bone-destroying, and obstinate glandular and cutaneous distempers. But, although these admirable vegetable antiseptics have long figured in the materia medica, the beneficent operation of these concentrated extracts, when united in one medicine, was never dreamed of by the profession until it was demonstrated in the effects of the **Blood and Liver Syrup**.

Among the maladies for which we are warranted, by an immense mass of evidence in recommending the **Blood and Liver Syrup** as an unrivaled remedy may be named Scrofula or King's Evil, White Swellings, Erysipelas, Chronic Sores, Abscess, Cancer, Goitre or Swelled Neck, Tumor, Carbuncle, Salt Rheum, Heart Disease, and every variety of Pimples, Blotches, Pustules, Boils, Humors, Eruptions, Rash, etc., with which the skin and fleshy fiber of the human species are liable to be infested.

IMPORTANT. Endorsed by the Medical profession. Dr. Wm. HALL'S BALM FOR THE LUNGS Cures Coughs, Colds and Consumption, and all diseases of the Throat and Chest. Dr. TOWNSELY'S TOOTHACHE ANODYNE cures in one MINUTE.

HENRY'S CAMPHOR ICE,

for Chapped Hands, Chafed Skin, etc.

A MOST RELIABLE PREPARATION

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FRECKLE, TAN, AND PIMPLE BANISHER.

A few applications of this preparation will remove Freckles, Tan, Sunburn, Pimples, or Blotches on the Face and render the complexion clear and fair. For softening and beautifying the skin it has no equal.

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JOHN F. HENRY, CURRAN & CO.,

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Torture Instantly Allay

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INDIAN VEGETABLE

TOOTHACHE ANODYNE.

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HALE'S

HONEY OF HOREHOUND AND TAR FOR THE CURE OF

COUGHS, COLDS, INFLUENZA, HOARSENESS, DIFFICULT BREATHING, AND ALL AFFECTIONS OF THE THROAT, BRONCHIAL TUBES, AND LUNGS, LEADING TO CONSUMPTION.

This infallible remedy is composed of the HONEY of the plant Horehound, in chemical union with TAR-BALM, extracted from the LIFE PRINCIPLE of the forest tree AMES BALSAMBA, or Balm of Gilead.

The Honey of Horehound soothes and scatters all irritations and inflammations, and the Tar-Balm CLEANSSES AND HEALS the throat and air-passages leading to the lungs. Five additional ingredients keep the organs cool, moist, and in healthful action. Let no prejudice keep you from trying this great medicine of a famous doctor, who has saved thousands of lives by it in his large private practice.

N. B.—The Tar Balm has NO BAD TASTE or smell.

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"Pike's Toothache Drops" sure in 1 minute.

HENRY'S INSECT POWDER

IS AN INFALLIBLE DESTROYER OF ALL INSECT LIFE.

USE STRICTLY ACCORDING DIRECTIONS.

KILLS FLIES LIKE SHOT.

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Estimates furnished free. Send for a Circular.

THE facts of physical science have a logical connection out of which they ought not to be wrested, even when young pupils are under instruction. Admit that the habit of observation, and the power to infer, may be cultivated by a series of disconnected exercises for the senses and the judgment. This is not enough. To observe for the mere sake of observing, is not so good an exercise as to observe for the purpose of securing some valuable acquisition of fact or principle. Discipline is good; acquisition is good; but acquisition for the sake of discipline is better than either.—LEROY C. COOLEY.

THE other evening, says an Indianapolis paper, a young lady abruptly turned the corner and very rudely ran against a boy who was small and ragged and freckled. Stopping as soon as she could she turned to him and said, "I beg your pardon. Indeed, I am very sorry." The small, ragged and freckled boy looked up in blank amazement for an instant; then, taking off about three-fourths of a cap, he bowed very low, smiled until his face became lost in the smile, and answered, "You can hev my parding, and welcome, Miss; and yer may run agin me and knock me clean down an' I wont say a word." After the young lady passed on he turned to a comrade and said, half apologetically, "I never had any one ask my parding, and it kind o' took me off my feet."

The New York School Journal, published at 17 Warren street, New York, by Amos M. Kellogg, is a live weekly devoted to popular education. No intelligent person can read a single number without feeling his enthusiasm roused for the great cause. Certainly no earnest teacher can afford to do without the assistance and encouragement of such a weekly visitor. The article on "Needed Room," in another column, is a sample of the spirit of this publication. Price, \$2.50 per year, or 5 cents single copy—Orange Gazette.

Minerals For Schools.

We offer to the teachers carefully selected sets of Minerals and Rocks, classified according to Dana, put up in various styles, and at prices that will bring them within the reach of every one. These minerals are choice, of good size and suitable for a cabinet.

SET, No. 1, contains 10 minerals, Price \$1.00 and will be sent by mail for \$1.50.

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Larger collections will be furnished if desired. Address.

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FIFTY CENTS.

Mitchell's Hints for the Overworked.
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Hallman's Kindergarten Culture.
Hallman's Lecture on Pedagogy.

ONE DOLLAR.

Orcutt's Teacher's Manual.
Bernard's Oral Training Lessons.
Doual's Kindergarten.
Hallman's Object Teaching.
Kriege's—The Child, its Nature and Relations.
Loomis' Mental and Social Culture.
Duffey's (Mrs. F. B.) No sex in Education.

ONE DOLLAR and a QUARTER

Hart's—In the Schoolroom.
Mann & Peabody's Kindergarten Guide.
Gow's Good Morals and Gentle Manners.
Herbert Spencer's Education.
Clarke's Sex in Education.
Well's Graded Schools.
Kiddle, Harrison, and Calkin's How to Teach.
Russell's Normal Training.

ONE DOLLAR and A HALF.

Potter & Emerson's School and Schoolmaster.
Page's Theory and Practice of Teaching.
Raub's Plain Educational Talks.
Sypher's Art of Teaching School.
Northend's Teachers Assistant.

Teacher and Parent.
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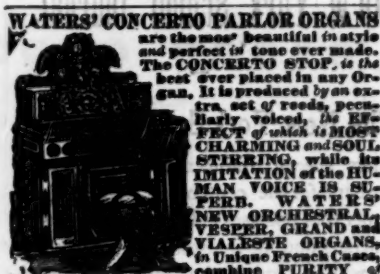
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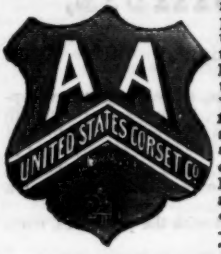


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